DOCUMENT RESUME

ED 373 137 UD 030 048

TITLE	Students Upgrading through Computer and Career Education System Services (Project SUCCESS). Final Evaluation Report 1992-93. OER Report.
INSTITUTION	New York City Board of Education, Brooklyn, NY. Office of Educational Research.
PUB DATE	1 Sep 93
CONTRACT	T003A00174
NOTE	48p.
AVAILABLE FROM	Office of Educational Research, Board of Education of the City of New York, 110 Livingston Street, Room 732, Brooklyn, NY 11201.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Career Education; Chinese; *Computer Uses in Education; Elementary Secondary Education; English (Second Language); Evaluation Methods; High Schools; High School Students; *Limited English Speaking; Multicultural Education; Parent Participation; Spanish; Staff Development; *Teacher Education; *Urban Schools
IDENTIFIERS	Elementary Secondary Education Act Title VII; *New York City Board of Education; *Project SUCCESS (Computer and Career Educ)

ABSTRACT

Student Upgrading through Computer and Career Education System Services (Project SUCCESS) was an Elementary and Secondary Education Act Title VII-funded project in its third year of operation. Project SUCCESS served 460 students of limited English proficiency at two high schools in Brooklyn and one high school in Manhattan (New York City). Participating students spoke Spanish or Chinese as their primary language, and received instruction in English as a second language (ESL), native language arts, and the content area subjects of mathematics, science, and social studies. Multicultural education, teacher development, and the promotion of parent participation with ESL classes and conferences were emphasized elements of the project. The project met its objectives for areas other than parent involvement (an aspect that could not be evaluated for lack of data). It is recommended that the program continue to stimulate continuing education for teachers and that it collect more complete evaluation data. Nine tables present evaluation findings. Three appendixes (with an additional six tables and one questionnaire in Spanish and English) describe instructional materials, class schedules, and Likert scales used. (SLD)

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ED 373 137

OER Report

Students Upgrading Through Computer and Career Education System Services
(Project SUCCESS)
Transitional Bilingual Education Grant T003A00174
FINAL EVALUATION REPORT
1992-93

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Students Upgrading Through Computer and Career Education System Services
(Project SUCCESS)
Transitional Bilingual Education Grant T003A00174
FINAL EVALUATION REPORT
1992-93

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EXECUTIVE SUMMARY

Students Upgrading Through Computer and Career Education System Services (Project SUCCESS) was an Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded project in its third year of operation. The project functioned at Edward R. Murrow and John Dewey High Schools in Brooklyn and Murry Bergtraum High School in Manhattan. In the year under review, Project SUCCESS served a total of 460 students of limited English proficiency (LEP). This represented an increase of 22 students over the previous year. Participating students had Spanish or Chinese as their native language. They received instruction in English as a second language (E.S.L.); native language arts (N.L.A.); and the content area subjects of mathematics, science, and social studies. Multicultural education was an integral part of programming.

Teachers of participating students had the opportunity to attend staff development meetings and workshops. The project also reimbursed tuition for staff members taking courses at the college level.

Project SUCCESS sought to establish an active parent component, which included E.S.L. classes, educational field trips, and parent-teacher conferences.

Project SUCCESS met its objectives for E.S.L., N.L.A., the content areas, cultural pride, American culture and citizenship, career awareness, dropout prevention, and attendance. The project met the staff development objective for increased awareness of pupil problems and needs but failed to meet the objective for college attendance. The objective for parent involvement could not be evaluated because the project did not provide the required data.

The conclusions, based on the findings of this evaluation, lead to the following recommendations:

- Stimulate staff attendance at college courses, possibly by more outreach to project teachers.
- Provide required data to enable OER to evaluate all objectives.

ACKNOWLEDGEMENTS

This report has been prepared by the Bilingual, Multicultural, and Early Childhood Evaluation Unit of the Office of Educational Research.

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I. INTRODUCTION

This report documents the Office of Research, Evaluation, and Assessment's (OREA's) evaluation of the Elementary and Secondary Education Act (E.S.E.A.) Title VII project, Students Upgrading through Computer and Career Education System Services (Project SUCCESS).

PROJECT CONTEXT

Project Success operated at Edward R. Murrow and John Dewey High Schools in Brooklyn and Murry Bergtraum High School in Manhattan.

The population of the community surrounding Edward R. Murrow High School was predominantly European-American with a roughly even mix of African-American, Latino, and Asian-Americans. Many had low incomes, and a small number were recent immigrants. The student population at Edward R. Murrow High School for the year under review was similar in distribution to that of the surrounding community. Of the 3,562 students enrolled for 1992-93, 48.0 percent (1,709) were European-American, 22.5 percent (802) African-American, 14.9 percent (530) Latino, 14.8 percent (519) Asian-American, and .06 percent (2) Native American.* Twelve percent of these students were of limited English proficiency (LEP) and 24 percent came from low-income families as was evidenced by their eligibitlity for the free-lunch program.

At John Dewey High School, the population of the surrounding community was mostly African-American, with Latino, Asian-American, and European-American

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*Percentages do not add up to 100 due to rounding.

segments. A small number were recent immigrants and under one-third were low-income families. Of the 3,268 students who registered at John Dewey High School in 1992-93, 34.0 percent (1,111) were African-American, 31.5 percent (1,030) European-American, 20.0 (654) percent Latino, 14.3 percent (466) Asian-American and .2 percent (7) Native American. Almost 13 percent (413) of these students were LEP, and almost 53 percent came from low-income families and were eligible for free lunch. John Dewey High School is in an attractive setting. Classrooms were well-lit and in adequate condition, although they were not very well insulated from noise from adjacent classrooms. Teacher-prepared displays and student work were prominent around the building. Computers were available and appeared to be used efficiently by the students.

Murry Bergtraum High School is located in a neighborhood dominated by municipal office buildings, and other intitutions. Residents were from all groups, and many Asian-Americans were recent immigrants. Of the 3,161 students enrolled in Murry Bergtraum High School in 1992-93, 38.8 percent (1,225) were Latino, 38.3 percent (1,211) African-American, 19.1 percent (603) Asian-American, 3.5 percent (110) European-American, and 0.4 percent (12) Native American.* Of these students, 8 percent were LEP, and 51 percent came from low-income families and were eligible for free lunch. The school is in a relatively new, well-maintained building. Classrooms were in satisfactory condition. Student- and teacher-produced

*Percentages do not add up to 100 due to rounding.

work was displayed throughout the building. A computer center and resource room appeared to be heavily used by students.

STUDENT CHARACTERISTICS

Project SUCCESS served 460 Spanish- and Chinese-speaking LEP students in ninth through twelfth grade. (See Table 1.) Scores at or below the 40th percentile on the Language Assessment Battery (LAB) determined LEP status. Other student characteristics considered for selection to the project were native language background; request by the student, parents, and/or staff; and personal interviews.

TABLE 1

Number of Students in Project SUCCESS, by Site and Grade

High School	Grade				
	9	10	11	12	Total
Edward R. Murrow	71	69	60	50	250
John Dewey	24	37	27	24	112
Murry Bergtraum		26	32	40	98
Total	95	132	119	114	460

The project served a total of 460 students; male students numbered 219 (47.6 percent) and female 241 (52.4 percent). Students whose native language was Spanish numbered 46 (10.0 percent); those whose native language was Chinese numbered 297 (64.6 percent). Other and unreported languages accounted for the remaining 194 (25.4 percent) of the students. (This may have been due to a flaw in

reporting data. A majority of the participants (47.8 percent) were born in China. (See Table 2 for students' countires of origin.) Most (60.9 percent) of the participants came from low-income families and were eligible for the free-lunch program.

TABLE 2

Students' Countries of Origin

Country	Number of Students
China	220
Hong Kong	60
Dominican Republic	15
Panama	8
Haiti	7
Korea	5
Vietnam	5
Colombia	4
Peru	4
Puerto Rico	3
United States	3
Honduras	2
Israel	2
Mexico	2
Taiwan	2
Other	10
Unreported	10
Total	460

Needs Assessment

The project conducted a needs assessment of the targeted students and their families as well as of the educational staff who were to serve them. The data obtained from these studies indicated three primary needs: (1) to provide support services and intensive English and native language instruction to LEP students who were also limited in their ability to read and write their native language, so as to improve their school performance; (2) to offer staff development activities on multicultural subjects; and (3) to provide parents of participants with English as a second language (E.S.L) courses and workshops to familiarize them with the educational system and project goals.

PROJECT OBJECTIVES

Student Objectives

- Seventy percent of target students will demonstrate an appropriate increase in English proficiency.
- Seventy-five percent of target group will increase in Chinese language achievement.
- Seventy-five percent of Spanish students will demonstrate significant increase in native language achievement.
- Seventy percent of targeted students will score at or above the passing criterion of 65 in the content area subjects of social studies and science.
- Participating students will attend at least two field trips to increase their familiarity with American culture and citizenship.
- Participating students will demonstrate an improvement in attitude toward cultural heritage.

- Participating students will demonstrate an improved attitude towards continuing education beyond the eleventh grade.
- All graduating students will meet with the bilingual career specialist at least three times in the school year.
- Students must attend one conference with invited business representatives to discuss requirements for a career in business.
- Dropout rate in the target group will be significantly lower than non-participating students.
- Attendance rates will be significantly higher than that of mainstream students.

Staff Development Objectives

- Eighty percent of program staff will increase their awareness of pupil problems and needs.
- Ninety percent of staff will enroll in at least one college/university course per semester.

Parental Involvement Objectives

- Program students' parents' participation in Open School Day/Evening will be greater than mainstream students'.

PROJECT IMPLEMENTATION

During the 1992-93 school year, Project SUCCESS provided instructional and support services to 460 Spanish- and Chinese-speaking students and their families. The project's main goal was to promote LEP students' acquisition of language and content area skills.

Project SUCCESS offered parental involvement activities and in-service staff development activities. The project also provided reimbursement to staff for college credits.

Materials, Methods, and Techniques

Project SUCCESS offered E.S.L. at literacy, beginning, intermediate, advanced, and transitional levels and native language arts (N.L.A.) at literacy to advanced placement levels. (See Table 3.) The project stressed bilingual instructional methodologies in the content areas (subject material was presented first in the native language and repeated in English). This enabled students to acquire concepts and practice emerging skills in the native language and, as the year progressed, to make the transition to greater use of English.

Teachers of participating students used a wide array of strategies and techniques, including cooperative learning, student-produced newsletters, and research projects. A diagnostic-prescriptive approach was used to individualize instruction and encourage self-direction. Computers supplemented classroom instruction.

The project incorporated a multicultural component into the curriculum in order to foster knowledge of and appreciation for the different cultures represented by participants.

For a list of instructional materials used in the project, please see Appendix A.

Capacity Building

Next year, Project SUCCESS will increase by 20 percent the support from tax-levy funds for the bilingual resource teachers at Murry Bergtraum and John Dewey High Schools.

TABLE 3

Enrollment in E.S.L. and N.L.A. Classes
Edward R. Murrow High School

LEVEL	E.S.L.		N.L.A. (Chinese and Spanish)	
	Fall	Spring	Fall	Spring
Literacy	2	2	4	8
Beginning	3	3	18	22
Intermediate	68	68	19	35
Advanced	20	20	20	19
Transitional	7	7	19	6

John Dewey High School

LEVEL	E.S.L.		N.L.A. (Chinese)	
	Fall	Spring	Fall	Spring
Literacy	-	9	0	0
Beginning	-	14	18	22
Intermediate	-	49	33	32
Advanced	-	12	34	27
Transitional	-	31	27	2

Murry Bergtraum High School

LEVEL	E.S.L		N.L.A. (Chinese)	
	Fall	Spring	Fall	Spring
Literacy	0	-	10	0
Beginning	60	-	30	25
Intermediate	60	-	60	38
Advanced	60	-	30	43
Transitional	20	-	50	28

Staff Qualifications

Title VII staff. The project director and one bilingual office aide were fully funded by Title VII. Title VII partially funded the resource teachers at Murry Bergtraum High School and John Dewey High School and the guidance counselor at Edward R. Murrow High School. For a description of their degrees and language competencies (teaching or communicative proficiency*), see Table 4.

TABLE 4

Project Staff Qualifications

Position Title	Degree(s)	Language Competence
Project Director	M.A., P.D.	Chinese (TP)
Resource Teacher	M.A.	Chinese (TP)
Resource Teacher	B.A.	Chinese (TP)
Guidance Counselor	M.A.	Chinese (TP)
Office Aide	H.S.	Chinese (CP)

The project director's responsibilities included supervising and coordinating activities, selecting and training staff, and providing evaluation data. The director had ten years' experience in teaching LEP students.

*Teaching proficiency (TP) is defined as the ability to use LEP students' native language in teaching language arts or other academic subjects. Communicative proficiency (CP) is defined as a non-native speaker's basic ability to communicate and interact with students in their native language.

The resource teachers' responsibilities were to assist classroom teachers in the development and implementation of instructional activities, provide in-service training to teachers, help plan activities for parents of participating students, and select instructional material. These specialist had from one to seven years of experience in the field.

Other staff. Tax-levy funds paid the salaries of 26 classroom teachers, two paraprofessionals and one assistant teacher. Chapter 1 funded three teachers. All but four teachers were certified in what they taught. Of the four, one teacher certified in bilingual mathematics taught was teaching computer science, one certified in bilingual social studies and one in English taught Chinese and one teacher certified in Spanish taught social studies. For degrees, certifications, and language competencies, see Table 5.

Staff development. Teachers of project students participated in a series of monthly and weekly activities, including conferences. Workshops focused on E.S.L. and bilingual teaching, classroom management, teaching methods for LEP students, cooperation and collegiality in teaching, and conflict mediation. Staff development also included an Asian Heritage Seminar. Teachers received tuition assistance toward college courses in E.S.L. or bilingual education and some staff members attended college level courses during the academic year.

TABLE 5

Qualifications of Staff Not Funded by Title VII

Position Title	Degree(s)	Certifications and Licenses	Language Competence
26 Teachers 2 Paraprofessionals 1 Assistant Teacher	3 B.A. 17 M.A. 2 Ph.D. 3 M.S. 1 M.B.A.	7 E.S.L. 2 Bil. Math. 3 Bil. Soc. Stud. 1 English 1 Chinese 1 Bil. Science 1 Social Studies 2 Mathematics 1 Spanish 8 Not Reported	13 Chinese (TP) 6 Spanish (TP) 1 Italian (TP) 1 French (TP)

Instructional Time Spent on Particular Tasks

See Appendix B for examples of class schedules.

Length of Time Participants Received Instruction

Students had a mean of 6.3 years (s.d.=2.0) of education in a non-English-speaking school system and 3.6 years (s.d.=1.9) of education in the United States. The median time students participated in Project SUCCESS was 20 months.

Activities to Improve Pre-referral Evaluation Procedures for Exceptional Children

Teachers referred those students thought to be in need of special education services to the School-Based Support Team (S.B.S.T.) for evaluation. At Edward R. Murrow High School, the S.B.S.T. used outside translators. At Murry Bergtraum High School, the project coordinator was a member of the S.B.S.T. and was bilingual in Chinese.

Gifted and talented students were identified by teacher judgment and course grades.

Instructional Services for Students with Special Needs

Gifted and talented students participated in enrichment activities. Chinese-speaking students were recommended to the Mentor Program sponsored by the National Association of Asian-American Professionals. Students with writing skills worked on the project newsletter in various capacities.

PARENT AND COMMUNITY INVOLVEMENT ACTIVITIES

The project sponsored a variety of parent involvement activities that included workshops, E.S.L. classes, and field trips. At Edward R. Murrow High School, a large percentage of program parents participated in an Open School event. John Dewey High School held two parent conferences, provided translation services, organized a parent English class, and translated a "Letter to the Parents" as part of their school newsletter. Murry Bergtraum High School held a Bilingual Parents Conference (attended by about 60 parents) and offered a parents' English training class. Speakers from local community businesses and agencies spoke at career assemblies.

II. EVALUATION METHODOLOGY

EVALUATION DESIGN

Project Group's Educational Progress as Compared to That of an Appropriate Non-Project Group

OREA used a gap reduction design to evaluate the effect of language instruction on project students' performance on standardized tests. Because of the difficulty in finding a valid comparison group, OREA used instead the groups on which the tests were normed. Test scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.1. It is assumed that the norm group has a zero gain in N.C.E.s in the absence of supplementary instruction and that participating students' gains are attributable to project services.

Applicability of Conclusions to All Persons Served by Project

Data were collected from all participating students for whom there were pre- and posttest scores. (There were no pretest data on students who entered the program late; therefore, posttest data for them will serve as pretest data for the following year.) Instruments used to measure educational progress were appropriate for the students involved. The LAB is used throughout New York City to assess the growth of English in populations similar to those served by Project SUCCESS.

INSTRUMENTS OF MEASUREMENT

OREA compared pre- and posttest scores on the LAB to assess the E.S.L. objective. The N.L.A. and the content area objectives were assessed through course

grades, as specified. All students were tested at the appropriate grade level. The language of the LAB was determined by the test itself.

According to the publishers' test manuals, all standardized tests used to gauge project students' progress are valid and reliable. Evidence supporting both content and construct validity is available for the LAB. Content validity is confirmed by an item-objective match and includes grade-by-grade item difficulties, correlations between subtests, and the relationship between the performance of students who are native speakers of English and students who are LEP. To support reliability, the Kuder-Richardson Formula 20 (KR20) coefficients and standard errors of measurement (SEM) are reported by grade and by form for each subtest and total test. Grade reliability coefficients, based on the performance of LEP students on the English version, ranged from .88 to .96 for individual subtests and from .95 to .98 for the total test.

To assess the growth of cultural pride, and the students' attitude toward school, OREA developed a Likert-type questionnaire which project personnel administered to all participating students (See Appendix C.)

To assess the objective for staff awareness of pupil problem and needs, OREA developed and analyzed Likert-type questionnaires. (See Appendix C.)

DATA COLLECTION AND ANALYSIS

Data Collection

To gather qualitative data, an OREA evaluation consultant carried out on-site and telephone interviews with the project director several times during the school

year and also observed two classes on each of two visits. The project evaluator collected the data and prepared the final evaluation report in accordance with the New York State E.S.E.A. Title VII Bilingual Education Final Evaluation Report format, which was adapted from a checklist developed by the staff of the Evaluation Assistance Center (EAC) East in consultation with the Office of Bilingual Education and Minority Language Affairs (OBEMLA).

Proper Administration of Instruments

Qualified personnel received training in testing procedures and administered the tests. Test administrators followed guidelines set forth in the manuals accompanying standardized tests. Time limits for subtests were adhered to; directions were given exactly as presented in the manual.

Testing at Twelve-Month Intervals

Standardized tests were given at 12-month intervals, following published norming dates.

Data Analysis

Accurate scoring and transcription of results. Scoring, score conversions, and data processing were accomplished electronically by the Scan Center of the Board of Education of the City of New York. Data provided by the Scan Center were analyzed in the Bilingual, Multicultural, and Early Childhood Evaluation Unit of OREA. Data collectors, processors, and analysts were unbiased and had no vested interest in the success of the project.

Use of analyses and reporting procedures appropriate for obtained data. To assess the students' achievement in English, OREA computed the percentage of students showing a gain on the LAB as well as a correlated *t*-test on the pre- and posttest LAB scores. The *t*-test determined whether the difference between the pre- and posttest scores was significantly greater than would be expected from chance variation alone.

The only possible threat to the validity of any of the above instruments might be that LAB norms were based on the performance of English Proficient (EP) rather than LEP students. Since OREA was examining gains, however, this threat was inconsequential—the choice of norming groups should not affect the existence of gains.

III. FINDINGS

PARTICIPANTS' EDUCATIONAL PROGRESS

Project SUCCESS carried out all instructional activities specified in its original design.

Participants' Progress in English

Throughout the school year, students had ample opportunity to develop their English language skills. An OREA evaluator observed two E.S.L. classes, one at John Dewey High School and one at Murry Bergtraum High School. At John Dewey High School, a class of 18 Chinese-speaking students in the tenth grade were learning about AIDS. The language of instruction was English. Students, however, communicated with each other in a combination of English and Chinese. Instruction was teacher-directed; students read questions from a list and discussed the concepts involved in each answer. A student teacher assisted and joined in the class discussion. The last portion of the class emphasized cooperative learning when groups of students developed answers to a set of questions.

At Murry Bergtraum High School, the OREA consultant visited a ninth grade E.S.L. class of eight students. The students were given a short story about a family immigrating to the United States and were asked to identify with a character in the story and then role play the character as he or she answered the question, "What difficulties did you experience when you came to New York City?" Teacher-directed, and individually paced instruction, and cooperative learning were used. The language of instruction was English; there was no paraprofessional present.

The evaluation objective for English as a second language was:

- Seventy percent of target students will demonstrate an appropriate increase in English proficiency.

There were complete pre- and posttest scores on the LAB for 336 students from grades nine through twelve. At each participating site, the students demonstrated significant gains from pre- to posttesting. The overall gain of 7.0 N.C.E.s (s.d.=10.7) was statistically significant ($p<.05$). (See Table 6.) Gains were shown by 70.2 percent of the students. In the previous year, 61.2 percent of the students showed gains.

Project SUCCESS met its objective for E.S.L. Last year the project failed to meet this objective.

Participant's Progress In Native Language Arts

The evaluation objectives for N.L.A. were:

- Seventy-five percent of target group will increase in Chinese language achievement.
- Seventy-five percent of Spanish students will demonstrate a significant increase in native language achievement.

At all three sites, over 85 percent of project participants passed Chinese N.L.A. Overall, over 91.3 percent of students passed their Chinese N.L.A. courses. (See Table 7.)

Over 90 percent of students at Edward R. Murrow High School passed their Spanish N.L.A. classes. Data were not available for John Dewey and Murry Bergtraum High Schools.

Project SUCCESS met its Chinese and Spanish N.L.A. objectives, as it had last year.

TABLE 6

Pretest/Posttest N.C.E. Differences on the
Language Assessment Battery, by Site

High School	Total number of project students	Number of students for whom data were available	Pretest		Posttest		Difference		*t* value
			Mean	S.D.	Mean	S.D.	Mean	S.D.	
Edward R. Murrow	250	149	22.0	13.4	33.2	16.7	11.2	10.6	12.91*
John Dewey	112	101	15.5	12.0	17.5	13.7	2.0	9.9	2.08*
Murry Bergtraum	98	86	14.2	10.1	19.9	14.7	5.7	9.1	5.75*
Total	460	336	18.1	12.7	25.1	17.0	7.0	10.7	11.98*

19

*$p<.05$

- Overall and at all sites, participants made significant increases on LAB scores.

TABLE 7

Passing Grades in Native Language Arts, by Site and Language

Site	Subject	Fall 1992		Spring 1993	
		Number of students for whom data were reported	Percent Passing	Number of students for whom data were reported	Percent Passing
Edward R. Murrow High School	Chinese	79	91.1	78	93.6
	Spanish	39	97.4	39	92.3
John Dewey High School	Chinese	105	90.5	99	88.9
	Spanish	N/A	N/A	N/A	N/A
Murry Bergtraum High School	Chinese	36	94.4	52	92.3
	Spanish	N/A	N/A	N/A	N/A
TOTAL	Chinese	220	91.4	229	91.3
	Spanish	39	97.4	39	92.3

- The passing rate for project participants was at least 88.9 percent at all three sites.

LEP Participants' Academic Achievement

Teachers used either Spanish or Chinese in content area classes. They employed a wide array of strategies and techniques, including cooperative learning and research projects.

An OREA evaluation consultant observed content area classes at John Dewey and Murry Bergtraum High Schools. At the former school, 22 ninth grade Chinese-speaking students in a social studies class discussed population and family-planning policies in China. The class was teacher-directed, and both English and Chinese were used. Instructional material included graphs of population growth, as well as posters and signs from mainland China with text in both Chinese and English. The students volunteered answers and communicated with each other in both English and Chinese. No paraprofessional was present.

At Murry Bergtraum High School, the evaluation consultant observed 23 eleventh and twelfth grade students in a mathematics class. The teacher put problems on the board, and individual students, as well as the class as a whole, solved them. The class was conducted both in English and Chinese, with no paraprofessional present.

The content area objective was:

- Seventy percent of targeted students will score at or above the passing criterion of 65 in the content area subjects of social studies and science.

In all subject areas and in both semesters, more than 75 percent of the students received passing grades. (See Table 8.)

Project SUCCESS met its objective for the content area subjects. Last year, the project partially met this objective.

TABLE 8

Passing Grades in Content Area Courses, by Site and Subject

Site	Subject	Fall 1992		Spring 1993	
		Number of students for whom data were reported	Percent Passing	Number of students for whom data were reported	Percent Passing
Edward R. Murrow High School	Mathematics	214	90.7	215	91.6
	Science	215	90.2	212	93.4
	Social Studies	223	92.8	215	93.5
John Dewey High School	Mathematics	107	86.0	98	90.8
	Science	101	75.2	87	89.7
	Social Studies	106	88.7	97	90.7
Murry Bergtraum High School	Mathematics	68	95.6	71	94.4
	Science	32	81.3	35	97.1
	Social Studies	78	98.7	81	96.3

- Over 75 percent of students in the fall and 89 percent in the spring passed their content area subject courses.

FORMER PARTICIPANTS' PROGRESS IN ENGLISH LANGUAGE CLASSROOMS

No data were reported on students who were mainstreamed at the end of the school year previous to the one under review.

OVERALL EDUCATIONAL PROGRESS ACHIEVED THROUGH PROJECT

American Culture and Citizenship

- Participating students will attend at least two field trips to increase their familiarity with American culture and citizenship.

Project SUCCESS offered a number of field trips for participants and their parents to acquaint them with various aspects of life in the United States. These trips included visits to the United Nations; Washington, D.C.; and the I.B.M. Center in Manhattan.

The project met its American culture and citizen objective, as it had the previous year.

Cultural Pride

The project proposed one objective for growth in cultural pride:

- Participating students will demonstrate an improvement in attitude toward cultural heritage.

Multicultural education was an integral part of the curriculum and aimed to instill in each student pride in his or her own culture as well as sensitivity to the culture of others.

The project used OREA-developed student surveys in English, Chinese, and Spanish to assess the growth of cultural pride in participants. OREA received 340 completed surveys. Students indicated that they felt better about using their native

language in the classroom, and that Project SUCCESS had helped them to keep in closer contact with their culture, which in turn helped them learn more about themselves.

The project met its objective for growth of cultural pride. Last year, the project failed to meet this objective.

Attitude Toward School

- Participating students will demonstrate an improved attitude towards continuing education beyond the eleventh grade.

Project SUCCESS distributed an OREA-developed Likert-type questionnaire to participating students and submitted 340 completed questionnaires to OREA. Almost all students indicated that they were interested in continuing their education and that Project SUCCESS had helped them become more interested in school.

The project met its objective for attitude toward school. Last year, the project failed to meet this objective.

Career Awareness

- All graduating students will meet with the bilingual career specialist at least three times in the school year.

At Edward R. Murrow High School, the target students met the Title VII resource teacher twice a month for career advisement. At both John Dewey and Murry Bergtraum High Schools, all target LEP students met with a bilingual career specialist at least twice a month for guidance on college application preparation and career options.

As it did last year, the project met its career awareness objective for advisement.

- Students must attend one conference with invited business representatives to discuss requirements for a career in business.

Each site organized on-site career workshops and/or arranged for the project students to attend career conferences. The staff at John Dewey High School organized two workshops at the site on bilingual business careers in the spring. Some students from this site also attended the "You and the American Dream" conference held by Asian-American Communications on November 6, 1992.

Participating students from John Dewey High School and Edward R. Murrow High School attended Bilingual Career Day at Long Island University in Brooklyn in May. At this conference, representatives from different career fields spoke to the students.

Students from Murry Bergtraum High School attended two on-site workshops at which guest speakers presented information about careers for bilingual/LEP students. One guest speaker, Mr. Edward Ling from the Chinatown Manpower Center, talked to the students about pre-employment skills such as interviewing and resume writing. At a second workshop, a former student from Murry Bergtraum High School spoke to the students about her college studies and her work as an employee of Chase Manhattan Bank.

The project met its career awareness objective for conferences, as it had last year.

Grade Retention

Project SUCCESS did not propose any objectives for grade retention. Twenty-four participating students (5.2 percent) were retained in grade. This represented an

increase of 0.4 percent over the previous year, when 21 project students (4.8 percent) were retained in grade.

Dropout Prevention

Project SUCCESS proposed the following dropout prevention objective:

- Dropout rate in the target group will be significantly lower than non-participating students.

None of the project students were reported as dropouts, compared to the previous year's 0.3 percent. The schoolwide dropout rate was 2.9 percent at Edward R. Murrow High School; 5.8 percent at John Dewey High School; and 3.9 percent at Murry Bergtraum High School. At all sites, project students' dropout rate was significantly ($p<.05$) lower than the schoolwide dropout rate.

Project SUCCESS met its objective for dropout prevention at all sites. Last year, the project met this objective at Murry Bergtraum High School only.

Attendance

The project proposed one attendance objective:

- Attendance rates will be significantly higher than that of mainstream students.

At all sites, the attendance rate for project students was significantly higher ($p<.05$) than the schoolwide rate. (See Table 9.)

The project met its attendance objective. Last year, the project met this objective at John Dewey High School only.

TABLE 9

Attendance Rates

High School	Schoolwide Rate	Participating Student Rate	Difference
Edward R. Murrow	89.1	92.8	3.7*
John Dewey	85.9	96.4	11.5*
Murry Bergtraum	84.9	99.2	14.3*

*$p < .05$

Placement in Gifted and Talented Programs

In John Dewey High School, students who were gifted and talented could join the school mathematics team and participate in annual citywide mathematics contests. At Murry Bergtraum High School, students were given recommendations to the Mentor Program sponsored by the National Association of Asian-American Professionals.

No project participants were referred to gifted and talented programs.

Enrollment in Post-secondary Educational Institutions

Forty-three project students planned to enroll in college.

CASE HISTORIES

T. came to this country from China two years ago. When he arrived, his English was poor, but he made rapid progress after entering the project. He became active in extracurricular activities and social service. He was editor of the Title VII Bilingual Newsletter, and contributed materials in both English and Chinese. T. was the first student to become a member of the Honor Society while still a junior. He

has been accepted for admission to Cornell University, Johns Hopkins University, and Cooper Union.

H. and her father came from China in September 1992. Her English was limited, despite economic pressure at home, she performed well in school. She received the fifth prize in the 1993 New York Citywide Chinese painting contest. She also participated in the New York State essay contest for bilingual students. She was the highest ranking tenth grade student.

STAFF DEVELOPMENT OUTCOMES

Teachers of project students participated in conferences on cultural sensitivity and teaching methods for Chinese- and Spanish-speaking LEP students.

- Eighty percent of program staff will increase their awareness of pupil problems and needs.

Project SUCCESS distributed an OREA-developed Likert-type evaluation questionnaire to teachers and project staff at the end of the school year and submitted 22 completed questionnaires to OREA. Over 90 percent of those responding indicated that they had increased their awareness of pupil needs and problems.

As it did last year, the project met its objective for increased staff awareness of pupil needs and problems.

- Ninety percent of staff will enroll in at least one college/university course per semester.

During the 1992-93 school year, a total of 11 participating teachers (44 percent) attended college courses and received tuition assistance from Project SUCCESS.

The project did not meet the staff development objective for ongoing education. Last year, the project also failed to meet this objective.

PARENTAL INVOLVEMENT OUTCOMES

Parents attended conferences and monthly Parents' Advisory Council (PAC) meetings were open to them.

Project SUCCESS proposed one parent involvement objective:

- Program students' parents' participation in Open School Day/Evening will be greater than mainstream students.

At Edward R. Murrow High School, 70 Chinese- and 65 Spanish-speaking parents participated in the project's Open School Day in December, and 30 parents participated in the monthly PAC meetings. At John Dewey High School, 90 parents of participating students attended the Open School Day conference, and 25 parents participated in the monthly PAC meetings. At Murry Bergtraum High School, 60 project parents attended the sixth Bilingual Parents Conference. One-third of project parents attended Open School Day at this site. The project did not provide mainstream data.

OREA could not evaluate the parental involvement objective as stated.

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

ACHIEVEMENT OF OBJECTIVES

Project SUCCESS met its objectives for E.S.L., N.L.A., the content areas, American culture and citizenship, cultural pride, attitude toward school, career awareness, dropout prevention, and attendance rate. The project met its staff development objective for increased awareness of pupil needs and problems but failed to meet the objective for college attendance. OREA was unable to evaluate the parental involvement objective because of a lack of data.

Participating students in Project SUCCESS showed academic progress. Of the 460 participating students, almost 95 percent were promoted to the next grade or graduated. The students showed significant gains in English as measured by the LAB. Students also showed gains in Chinese and Spanish native language arts and in the content areas of mathematics, science, and social studies.

Project services not only benefited the students academically but also increased their awareness of the importance of education. The attendance rates of participating students were appreciably higher and the dropout rates lower than the schoolwide rates. Students showed interest in continuing their education beyond the eleventh grade. They also showed an improvement in their attitudes toward their own native language and cultural heritage.

MOST AND LEAST EFFECTIVE COMPONENTS

Highly effective components of Project SUCCESS were the E.S.L. and N.L.A. instructional components. The students' improved attendance rate and decreased dropout rate, as well as program staff's increased awareness of students' problems and needs, illustrated the strength of the project.

The project's staff development component was less effective than its other components. The number of staff who attended college courses fell below projection.

RECOMMENDATIONS TO ENHANCE PROJECT EFFECTIVENESS

- Stimulate staff attendance at college courses, possibly by more outreach to project teachers.
- Provide required data to enable OREA to evaluate all objectives.

APPENDIX A

Instructional Materials

E.S.L.

Grade	Author	Title	Publisher	Date
Trans.	J.S. Mullen	Outsiders	Prentice Hall	1987
	F. Safier	Impact	Harcourt Brace	1986
9-12	C.G. Drapers	Great American Stories	Prentice Hall	1985
	Molinsty & Bliss	Side by Side 2	Prentice Hall	1989
	R.S. Gold	Point of Departure	Laurel Leaf Books	1967
9-12	Abraham Mockley	Contact U.S.A.	Prentice Hall	1989
9-12	Blachard	Ready to Read	Oxford	1989
11-12		How to Prepare RTC Reading	Prentice Hall	1989
11-12		How to Prepare RTC Writing	Prentice Hall	1989
9-11	E. Banks et al.	English for a Changing World	Scott, Foresman	1984
10-12	R. Potter	Tales of Mystery and the Unknown	Globe Books	1976
10-12	J. Steinbeck	Of Mice & Men	Viking	1968
10-12	Robert Cormier	The Chocolate War	Bantam	1986
11-12	Eileen Thompson	Experiencing Poetry	Globe	1987
11-12	B.S. Azar	Fundamentals of English Grammar	Prentice Hall	1985

N.L.A.

Author	Title	Publisher	Date
Liang Yisheng	Chinese Language Arts (II)	Hong Kong Publishers	1978
Jim Kownsin	Chinese Language (I)	Hong Kong Pubs.	1983
Wang Tong et al.	Han Yu, I, II, IV & VI	Chinese Cultural Pubs.	1986
Y.S. Hu	Chinese for Today, 1-4	Fudan Univ. Press	1987
Beijing Foreign Languages Institute	Practical Chinese Reader I	Beijing Foreign Languages Institute	1981

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APPENDIX A

Instructional Materials, cont'd.

Mathematics

Author	Title	Publisher	Date
Dressler & Keenan	Integrated Math I, II, & III.	AMSCO School Pubs.	1990

Science

Author	Title	Publisher	Date
Charles Tanzer	Biology and Human Progress	Prentice Hall	1986
Roab & Kiefer	RCT Science Review for NY State	Prentice Hall	1988
Fariel & Hinds	Earth Science	Addison-Wesley	1986
Hurd & Silver	Physical Science	Prentice Hall	1988

Social Studies

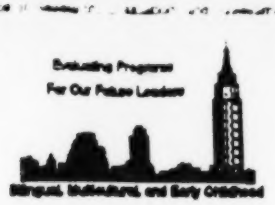
Author	Title	Publisher	Date
Robert & Feeny J. Barry	Brief Review in Global Studies	Prentice Hall	1991
Briggs & Peterson	Brief Review in US History and Government	Prentice Hall	1991
E. Newhill & U. La Paglia	Exploring World Cultures	Ginn and Co.	1986
S. Hall & J. O'Connor	Exploring World History	Globe Book Co.	1989
J. Schreiber et al.	Eastern Hemisphere	Scott, Foresman & Co.	1983
Liftikhar Amad	World Culture: A Global Mosaic	Prentice Hall	1993
Ira Peck & E. Bannman	The Age of Europe	Scholastic Inc.	1987
Sidney Schartz & J. O'Connor	Exploring our Nation's History	Global Book Co. Inc.	

APPENDIX B

Class Schedules

Period	Grade 9 Monday-Friday	Grade 11 Monday-Friday	Grade 12 Monday-Friday
A	Gym	English (Turning Point 4)	Computer
B	Math (I)	Piano	Computer
C	Social Studies (Global History)	English (Level IV)	Computer
D	Physical Science	Gym	Economics
E	Free	English (Level IV)	Mathematics
F	Lunch	Free	Gym
G	English (I)	Lunch	Lunch
H	Chinese Language Arts	Earth Science	ESL
I	English (Turning Point II)	Mathematics	English
J	English	Chinese (III)	

LIVINGSTON STREET, ROOM 732
BROOKLYN, N.Y. 11201
(718) 935-3790



Staff Awareness
Spring 1993

4 4
1 2

Program: **Project SUCCESS**

Directions:	Please write the numbers that show how you feel in the boxes on the right.

1. Since participating in Project SUCCESS, to what degree have you become **more aware** of students' needs?

Not more aware at all	|__|__|__|__|__| 1 2 3 4 5	Extensively interested

3

2. Since participating in Project SUCCESS, to what degree have you become **more aware** of students' problems?

Not more aware at all	|__|__|__|__|__| 1 2 3 4 5	Extensively interested

4

3. What is your overall assessment of the project?

Poor quality	|__|__|__|__|__| 1 2 3 4 5	Superior quality

5

4. List what you consider to be the three most significant needs/problems that students have.

_____

_____

_____

Thank you very much for your assistance.

... LIVINGSTON STREET, ROOM ...
BROOKLYN, N.Y. 11201
(718) 935-3790

Student Assessment
Spring 1993

Program: **Project SUCCESS**

6 4 7 4

Directions: Please write the numbers that show how you feel in the boxes on the right.

1. How has Project SUCCESS changed the way you feel about using Spanish in your classes?

I feel worse about it	|	1	2	3	4	5	| I feel better about it

8

2. Project SUCCESS helped me keep in closer contact with my Latino culture.

Did not help me at all	|	1	2	3	4	5	| Helped me a lot

9

3. By keeping in contact with my Latino culture, I will learn more about myself.

Not true at all	|	1	2	3	4	5	| Very true

10

4. Because of Project SUCCESS, I am more interested in continuing my education next year.

I am **NOT** more interested	|	1	2	3	4	5	| I am much more interested

11

5. Project SUCCESS has helped me to do better in school.

Did **not help me at all**	|	1	2	3	4	5	| Helped me a lot

12

6. Project SUCCESS has helped me understand the need to prepare for my future at college or in a career.

Did not help me at all	|	1	2	3	4	5	| Helped me a lot

13

Thank you for completing this form.

(718) 935-3790

Evaluación Estudiantil - Primavera 1993

Programa: **Proyecto SUCCESS** 3 6 (14 15)

Instrucciones: Por favor escriba los números que mejor representan cómo usted se siente en los recuadros a la derecha.

1. Después de participar en el Proyecto SUCCESS, ¿Cómo se siente usted acerca de utilizar Español en sus clases?

   Me siento mucho peor al respecto |__|__|__|__|__| Me siento mucho mejor al respecto
   1 2 3 4 5 — ☐ 16

2. El Proyecto SUCCESS me ha ayudado a mantener contacto con la cultura latina.

   No me ha ayudado nada |__|__|__|__|__| Me ha ayudado mucho
   1 2 3 4 5 — ☐ 17

3. El mantenerme en contacto con la cultura latina me ayudará a aprender más acerca de mí mismo(a).

   No estoy de acuerdo |__|__|__|__|__| Estoy de acuerdo
   1 2 3 4 5 — ☐ 18

4. Yo estoy más interesado(a) en continuar mis estudios el año que viene gracias al Proyecto SUCCESS.

   No estoy más interesado(a) |__|__|__|__|__| Estoy mucho más interesado(a)
   1 2 3 4 5 — ☐ 19

5. El Proyecto SUCCESS me ha ayudado a mejorar en la escuela.

   No me ha ayudado nada |__|__|__|__|__| Me ha ayudado mucho
   1 2 3 4 5 — ☐ 20

6. El Proyecto SUCCESS me ha ayudado a entender la importancia de asistir a la universidad o a un instituto vocacional para poder tener una carrera y un mejor futuro.

   No me ha ayudado nada |__|__|__|__|__| Me ha ayudado mucho
   1 2 3 4 5 — ☐ 21

Muchas gracias por completar este cuestionario.